



CSPD Teacher Training Needs Assessment Survey Report

Submitted by Ron Dughman, Program Specialist
Mountain Plains Regional Resource Center
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SOUTH DAKOTA CSPD TEACHER TRAINING

NEEDS ASSESSMENT SURVEY REPORT

Prepared for the South Dakota CSPD Workgroup
Submitted by Ron Dughman, Program Specialist
Mountain Plains Regional Resource Center
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GOALS AND PURPOSE OF THE NEEDS ASSESSMENT

The South Dakota Department of Education, Office of Special Education is submitting an application for a State Improvement Grant in 2003 based on professional development needs within the state. Additionally, the state is seeking more information to guide and coordinate future CSPD activities among various agencies, stakeholders and institutions of higher learning.

With these goals in mind, the South Dakota Department of Education determined that comprehensive needs assessments should be conducted among the state's educators administrators, para professionals, private providers in the Birth to Three Program, and teachers in institutes of higher education.

The State Improvement Grant (SIG) application is expected to be announced soon with an anticipated deadline of late spring 2003.

SURVEY METHODOLOGY

In consideration of the potential numbers involved in the assessments, the survey process is divide into two phases. The first phase will gather information from general education teachers, special education teachers, and related service providers in *public school* settings. Phase two will survey administrators, para professionals, private Birth to Three providers, and teachers in institutes of higher education.

In preparation for the SIG application, an on-line needs assessment was developed with the assistance of the Mountain Plains Region Resource Center. Items in the survey originated from model standards for licensing general education and special education teachers developed in 2002 by the Interstate New Teacher Assessment and Support Consortium (INTASC). The survey was designed to be conducted via the Internet during a one-week period. The Department of Education distributed announcements of the survey electronically and in hard-copy form to administrators across the state during the first week in December. Phase one target audiences across the state were informed of the survey and the means by which to access the survey through these announcements. The survey was opened on-line between December 9 and 13, 2002.

Participants were instructed to read through ten "principles" which represent what teachers who work with students with disabilities should know and be able to do. They were instructed to choose three principles of interest to them as potential areas for staff development. Under each of the principles selected, participants were then asked to select two themes which best represented their professional development needs within that category.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM STANDARDS

The INASC Standards served as the core for the development of the South Dakota survey items. Drafted by representatives of the teaching profession along with personnel from 17 state education agencies, these standards represent a common core of teaching knowledge and skills, that will help all students, acquire 21st century knowledge and skills. The standards were developed to be compatible with the advanced certification standards of the new National Board

for Professional Teaching Standards. This effort takes another step toward a coherent approach to educating and licensing teachers based upon shared views among the states and within the profession of what constitutes professional teaching.

These are standards that embody the kinds of knowledge, skills, and dispositions that teachers need to practice responsibly when they enter teaching and that prepare them for eventual success as Board-certified teachers later in their careers.

The standards are *performance-based*: that is, they describe what teachers should know and be able to do rather than listing courses that teachers should take in order to be awarded a license. This shift toward performance-based standard setting is in line with the National Board's approach to developing standards and with the changes already occurring in a number of states. The standards were developed in response to the five major propositions that guide the National Board's standard-setting and assessment work:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to diverse learners.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities

More information on the INTASC standards can be found at <http://www.ccsso.org/intascst.html>

SURVEY PARTICIPATION RATES

During the week of December 9-13, 2002 the South Dakota Department of Education, Office of Special Education conducted the on-line needs assessment survey among K-12 general education teachers, special education teachers, and related service providers statewide. The purpose of the survey was to gather information about perceived staff development needs among the targeted audience for the state's State Improvement Grant application and to provide additional direction for future CSPD activities statewide.

The December 2002 on-line needs assessment survey resulted in 5340 responses. The information below details the survey response rates:

Response Rates

<i>Target Group</i>	<i>% Of Total Possible</i>
Combined Target Groups	45.8%
General Education	39.6%
Special Education*	84.7%
Related Service Providers*	63%

**School Districts report personnel according to the amount of full time equivalency (FTE) that the person is employed or contracted. The number count available from the state frequently does not equate to a 1.0 FTE, but rather the amount of time the individual is providing direct services to individuals with disabilities. For purposes of the survey respondents were able to select what they interpreted their role to be within the school. It is possible that the district may be reporting the individual differently based on FTE.*

TRAINING NEEDS ASSESSMENT SURVEY RESULTS

During the week of December 9-13, general education teachers, special education teachers, and related service providers throughout South Dakota participated in on-line needs assessment survey built around specific skills and themes related to providing services for students with disabilities. The survey provided ten “principles” that outline what teachers should know and be able to do to work effectively with students with disabilities. Each participant was asked to select three “principles” of interest to them as potential staff development areas. Within each “principle” a participant was to select two important in-service themes.

The survey responses reflecting the top training need “principles” and themes are shown in the following pages. Each “principle” is reported in order of highest ranking. The highest-ranking training themes within each “principle” are also indicated.

STATEWIDE RESULTS

Principle 3.

Teachers create instructional opportunities that are adapted to diverse learner needs.

- Cultural Diversity
- Information on Disabilities
- Bilingual Special Education

Principle 4.

Teachers use a variety of instructional strategies to encourage students’ development and performance.

- Accommodations/modifications in the classroom
- Inclusive Classroom Strategies
- Co and Collaborative Teaching
- Cooperative Learning
- Early Intervention Strategies

Principle 5.

Teachers create a learning environment that encourages positive social interaction, active engagement in the classroom, and self-motivation.

- Positive Behavior Supports
- Behavior Intervention Plans
- Conflict Resolution/De-escalation of Aggressive Student

RESULTS BY TEACHING POSITION

General Educator

Principle 3.

Teachers create instructional opportunities that are adapted to diverse learner needs.

Principle 4.

Teachers use a variety of instructional strategies to encourage students' development and performance.

Principle 5.

Teachers create a learning environment that encourages positive social interaction, active engagement in the classroom, and self-motivation.

Special Educator

Principle 3.

Teachers create instructional opportunities that are adapted to diverse learner needs.

Principle 4.

Teachers use a variety of instructional strategies to encourage students' development and performance.

Principle 5.

Teachers create a learning environment that encourages positive social interaction, active engagement in the classroom, and self-motivation.

Related Service Provider

Principle 2.

Teachers provide learning opportunities that support intellectual, social, and personal development of each learner, based on the understanding of how children learn and develop.

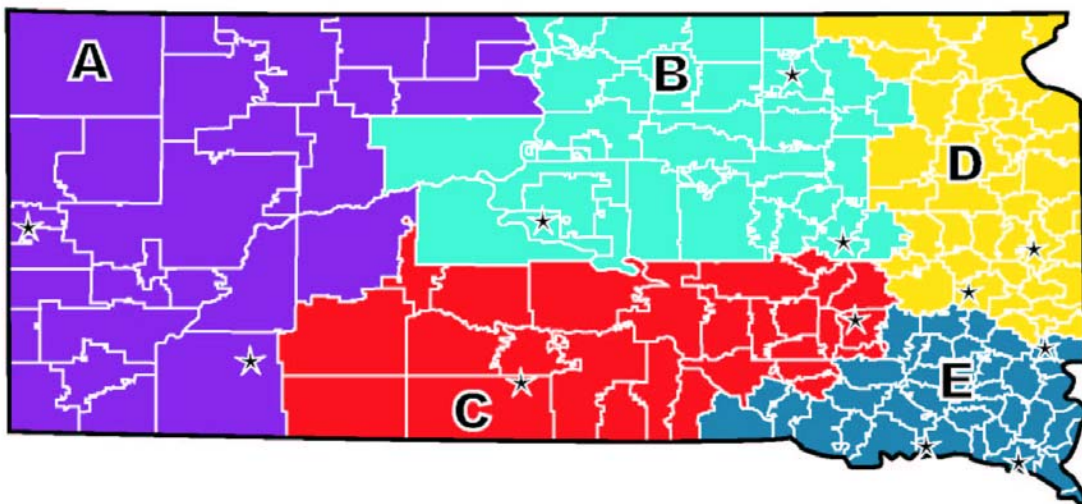
Principle 3.

Teachers create instructional opportunities that are adapted to diverse learner needs.

Principle 5.

Teachers create a learning environment that encourages positive social interaction, active engagement in the classroom, and self-motivation.

Regions



CSPD REGION RESULTS

Region A

Principle 3.

Teachers create instructional opportunities that are adapted to diverse learner needs.

- Information on Disabilities
- Cultural Diversity
- Bilingual Special Education

Principle 4.

Teachers use a variety of instructional strategies to encourage students' development and performance.

- Accommodations/modifications in classroom instruction
- Inclusive Classroom Strategies
- Co and Collaborative Teaching

Principle 5.

Teachers create a learning environment that encourages positive social interaction, active engagement in the classroom, and self-motivation.

- Positive Behavior Supports
- Behavior Intervention Plans
- Conflict Resolution/De-escalation of Aggressive Students

Region B

Principle 2.

Teachers provide learning opportunities that support intellectual, social, and personal development of each learner, based on the understanding of how children learn and develop.

- Student Learning Styles
- Social and Emotional Development Among Children
- Brain-based Learning

Principle 3.

Teachers create instructional opportunities that are adapted to diverse learner needs.

- Information on Disabilities
- Cultural Diversity
- Bilingual Special Education

Principle 4.

Teachers use a variety of instructional strategies to encourage students' development and performance.

- Accommodation/Modifications in Classroom Instruction
- Inclusive Classroom Strategies
- Cooperative Learning

Region C

Principle 3.

Teachers create instructional opportunities that are adapted to diverse learner needs.

- Cultural Diversity
- Information on Disabilities
- Bilingual Special Education

Principle 4.

Teachers use a variety of instructional strategies to encourage students' development and performance.

- Accommodations/Modifications in Classroom Instruction
- Inclusive Classroom Strategies
- Co and Collaborative Teaching

Principle 5.

Teachers create a learning environment that encourages positive social interaction, active engagement in the classroom, and self-motivation.

- Positive Behavior Supports
- Behavior Intervention Plans
- Conflict Resolution/D-escalation of Aggressive Students

Region D

Principle 3.

Teachers create instructional opportunities that are adapted to diverse learner needs.

- Information on Disabilities
- Cultural Diversity
- Bilingual Special Education

Principle 4.

Teachers use a variety of instructional strategies to encourage students' development and performance.

- Accommodations/Modifications in Classroom Instruction
- Inclusive Classroom Strategies
- Cooperative Learning

Principle 5.

Teachers create a learning environment that encourages positive social interaction, active engagement in the classroom, and self-motivation.

- Positive Behavior Supports
- Behavior Intervention Plans
- Conflict Resolution/De-escalation of Aggressive Students

Region E

Principle 2.

Teachers provide learning opportunities that support intellectual, social, and personal development of each learner, based on the understanding of how children learn and develop.

- Student Learning Styles
- Social and Emotional Development Among Children
- Brain-based Learning

Principle 3.

Teachers create instructional opportunities that are adapted to diverse learner needs.

- Information on Disabilities
- Cultural Diversity
- Bilingual Special Education

Principle 4.

Teachers use a variety of instructional strategies to encourage students' development and performance.

- Accommodations/Modifications in Classroom Instruction
- Inclusive Classroom Strategies
- Co and Collaborative Teaching

Principle 5.

Teachers create a learning environment that encourages positive social interaction, active engagement in the classroom, and self-motivation.

- Positive Behavior Supports
- Behavior Intervention Plans
- Conflict Resolution/De-escalation of Aggressive Students

Findings

The results of the statewide staff development needs assessment on-line survey of preK-12 general educators, special educators, and related service providers indicated similar trends common among all subgroups.

Although the ranking may differ within regions, the following “principles” and themes emerged among the teaching assignment results, regional results, and composite state results as **staff development needs:***

Principle 3.

Teachers create instructional opportunities that are adapted to diverse learner needs.

- Cultural Diversity
- Information on Disabilities
- Bilingual Special Education

Principle 4.

Teachers use a variety of instructional strategies to encourage students’ development and performance.

- Accommodations/modifications in Classroom Instruction
- Inclusive Classroom Strategies
- Co and Collaborative Teaching
- Cooperative Learning
- Early Intervention Strategies

Principle 5.

Teachers create a learning environment that encourages positive social interaction, active engagement in the classroom, and self-motivation.

- Positive Behavior Supports
- Behavior Intervention Plans
- Conflict Resolution/De-escalation of Aggressive Students

** The exceptions to these trends appear with one subgroup and one region. Those reporting themselves as Related Service Providers indicated a first choice preference for staff development themes related to Principle 2 (“Teachers provide learning opportunities that support intellectual, social and personal development of each learner, based on the understanding of how children learn and develop.”) In Region E, Principle 2 tied with Principle 3 for first place preference. (see pages 9-10). Principle 2 placed first in Region B (see page 8). Principles 3, 4, and 5 placed among the top four choices within the results for all three subgroups, however.*

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This document was developed by the Mountain Plains Regional Resource Center, an affiliate of the Center for Persons with Disabilities, a University Affiliated Program at Utah State University.

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